



SPECIAL EDUCATION GUIDANCE

ER-1-DHH Criteria for Disability Category: Deaf and Hard of Hearing

The category of deaf and hard of hearing as defined under [PI 11.36 \(4\)\(a\), Wis. Admin. Code](#). IEP teams use this form to explain or reference data or evidence considered and the disability category determination. This form is used in conjunction with the Evaluation Report (ER-1) as part of a comprehensive special education evaluation.

The intent of the form is to guide and document the IEP team's discussion as it considers criteria for deaf and hard of hearing. The form also serves as documentation for a compliance review.

For more information on how to identify a student who is deaf and hard of hearing, go to the [deaf and hard of hearing webpage](#) at the Wisconsin Department of Public Instruction.

FORM CONTENT	CLARIFICATION/EXPLANATION
Date form completed	Enter the date of the IEP team meeting for when the IEP team determined if the student met the disability category criteria for deaf and hard of hearing.
Initial Evaluation	Check "initial evaluation" if the student was not previously found to meet the disability category criteria for deaf and hard of hearing. The IEP team must complete all sections of this form.
Reevaluation	Check "reevaluation" if the student was previously found to meet the disability category criteria for deaf and hard of hearing. A student is not required to meet initial criteria during a reevaluation for this category, but the disability must continue to have an adverse effect on education performance in order to be considered for specially designed

	instruction. It is recommended that the IEP team consider all sections on this form, but only Section III is required.
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FORM CONTENT	CLARIFICATION/EXPLANATION
<p>Section I. Hearing Evaluation</p>	<p>All must be checked “yes.”</p>
<p>A teacher of the deaf or hard of hearing licensed under s. PI 34.050 was a member of the IEP team when determining eligibility.</p>	<p>A DPI licensed teacher of the deaf and hard of hearing is required to be a member of the evaluation team (including reevaluations).</p>
<p>The IEP team considered a current evaluation conducted by an audiologist licensed under ch. 459, WI Stats. when determining eligibility. Explain or reference data or evidence.</p>	<p>Audiologist licensed under Ch. 459, refers to an audiologist who holds a license issued by the WI Department of Safety and Professional Services (DSPS). All clinical audiologists and the majority of DPI licensed school audiologists have this credential. “Current” hearing evaluation is defined by the IEP team. Most often hearing assessments conducted within the past 6-12 months are considered standard practice. There are situations where the IEP team may decide to consider information from older assessments or other information gathered by the IEP team, including information provided by the parent.</p>
<p>There is a decreased ability to detect sound in one or both ears with or without amplification, whether permanent or chronically fluctuating. Explain or reference data or evidence.</p>	<p>A comprehensive evaluation including an audiology report should be sufficiently broad to accurately describe a student’s hearing status, with or without amplification or hearing assistive technology, including evidence of a decreased ability to detect sound. There are a variety of audiology-based assessments and evaluations to represent a student’s auditory function that may vary by age, etiology, area of concern, etc. An audiogram is only one measure of representing hearing levels at different frequencies.</p>

<p>The student’s decreased ability to detect sound adversely affects the student’s educational performance.</p>	<p>This must be checked “yes” in order for a student to meet criteria for the disability category of deaf and hard of hearing. An adverse effect on educational performance must be demonstrated in at least one of the following areas: academic performance, speech perception, speech production, or communication including language acquisition or expression. (Describe in Section II.)</p>
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FORM CONTENT	CLARIFICATION/EXPLANATION
<p>Section II. Educational Performance</p>	<p>Check “yes” if the decreased ability to detect sound adversely affects academic performance, speech perception, speech production, or communication and explain or reference data or evidence under each prompt. Check “no” if not adversely affected. At least one must be checked “yes.”</p>
<p>There is an adverse effect on academic performance. Explain or reference data or evidence.</p>	<p>This means an adverse effect on academic achievement such as phonemic awareness, vocabulary, general word knowledge, independent reading with comprehension, reading for information, etc. Data or evidence should identify how a student is able to access, engage and make progress in the general education curriculum as well as areas of need associated with the Expanded Core Curriculum specific to students who are deaf and hard of hearing. For all students, data identifying adverse effect on academic achievement should not be solely based on grades, but rather academic skills and supports students must demonstrate and know how to use independently in order to access the general education curriculum.</p>
<p>There is an adverse effect on speech perception. Explain or reference data or evidence.</p>	<p>This means an adverse effect on speech perception including the ability to listen with comprehension to spoken messages in a variety of settings.</p>

	<p>Data or evidence should identify how a student is able to hear and understand speech in different school environments and conditions such as in quiet vs noise, close proximity vs distance, small vs large group, face to face vs virtual formats, as well as various settings such as classroom, lunchroom, gym, playground, etc.</p>
<p>There is an adverse effect on speech production. Explain or reference data or evidence.</p>	<p>This means an adverse effect on speech production including the ability to produce speech that is intelligible to others.</p> <p>Data or evidence should identify how a student is able to produce speech that can be understood by a variety of communication partners including adults, peers, unfamiliar listeners, etc.</p>
<p>There is an adverse effect on communication including language acquisition or expression. Explain or reference data or evidence.</p>	<p>This means an adverse effect on communication including language acquisition or expression such as vocabulary comparable to same age peers, general knowledge, ability to ask questions, apply information, communicate effectively with peers and adults in a variety of situations in order to have needs met, know the nuances of communication exchange (manners), etc.</p> <p>Data or evidence should identify how a student communicates and acquires language most effectively be that via listening and spoken language, American Sign Language (ASL), or while utilizing a communication device or some combination of modes. For students who are deaf or hard of hearing, communication effectiveness may vary depending on the student's communication partners, listening conditions, environments, and familiarity with the subject or content.</p>

	Students who are deaf or hard of hearing may also have differences between their expressive and receptive skills that can vary based on different circumstances.
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FORM CONTENT	CLARIFICATION/EXPLANATION
<p>Section III. Disability Category Criteria Determination</p>	
<p>Initial Evaluation: The documentation of the criteria above demonstrates a decreased ability to detect sound in one or both ears with or without amplification, whether permanent or chronically fluctuating, which adversely affects the student’s educational performance. The student meets the disability category criteria for deaf and hard of hearing.</p>	<p>Check “yes” if the student meets the disability category criteria during an initial evaluation.</p> <p>Check “no” if the student did not meet the disability category criteria during an initial evaluation.</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1 form.</p>
<p>Reevaluation: The student was previously identified as meeting the disability category criteria for deaf and hard of hearing and continues to have a disability that adversely affects the student’s educational performance. (Explain or reference data or evidence.)</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to continue to be eligible for special education (document the need for specially designed instruction on the ER-1).</p>	<p>Check “yes” if the student’s disability continues to have an adverse effect on the student’s educational performance.</p> <p>Check “no” if the student’s disability does not continue to have an adverse effect on the student’s educational performance.</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1 form.</p>



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